

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Francis CE VA Primary School
Number of pupils in school	442
Proportion (%) of pupil premium eligible pupils	4.75%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Hester Millsop
Pupil premium lead	Vicky Keane
Governor lead	Linda Pope

Funding overview

Detail	Amount
Pupil premium funding allocation this year (Mar-Apr)	£32,170
Recovery premium funding allocation this year	£ 1,740
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this year (Based on financial Year)	£33,910

Part A: Pupil premium strategy plan

Statement of intent

At St Francis CEVA Primary School all members of staff, along with the Governors, accept responsibility for all pupils. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected, and entitled to develop to their full potential.

We will consider the challenges faced by vulnerable pupils, such as those who work with social care partners, have recognised SEND and/ or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school. We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus

on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and forest schools, and through our parent support advisor and staff actively engaging with families to encourage and support good attendance in school.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

Over 61% of our pupils in receipt of pupil premium have identified special educational needs and a number have been, or are, under the care of the Local Authority. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this using our current staff in school.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At St Francis Primary we know children must be ready to learn by ensuring their personal, social, emotional, and developmental needs are met. This has been particularly evident for children on entry to EYFS. We have established a successful induction programme which is now embedded in school and a weekly Forest School session for our youngest children. This early intervention helps to remove barriers sooner in the child's education. Our strategy includes effectively deploying our Parent Support Advisor who work in close partnership with the pastoral lead in school.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Outcomes Information and analysis about pupil's attainment and progress suggests that some pupils are making too slow progress, and this is impacting their attainment in Reading, Writing and Maths. Many PP pupils entered school with attainment levels below that of their non-PP pupils. A significant number of pupils have specific academic barriers to learning. These have been explored so that learning is bespoke to their needs.
2	Low Attendance and Punctuality

	Analysis of data shows that at least 8 pupils are not attending regularly, which has meant they do not have the same opportunity to progress as frequent attendees.
3	SEND Analysis and information show that SEND needs are primarily SpLD, SALT and SEMH needs which require carefully devised and targeted provision. 13 of 21 pupils identified have SEND with four pupils having EHCPs
4	Pastoral and SEMH needs Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic. (2022-23: 6 pupils (2 of whom are disadvantaged) currently require additional support with social and emotional needs, with 12 (2 of whom are disadvantaged) receiving small group interventions). Referrals for SEMH Support: 1 Referrals for ELSA: 3 Referrals to NSPCC (DART or Let the Futures in): 3 Referrals for Assistant EP: 1 Referrals for EP to support with understanding SEMH needs: 1 PSA which may also support the children: 2
5	Access to wider opportunities Some PP pupils do not have access to clubs and trips and this impacts their development and awareness of the world around them

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Staff are able to identify clearly where disadvantaged children do not meet ARE for oral language skills and vocabulary	Assessments and observations clearly identify gaps on attainment and lead to targeted support to increase attainment

	with broad vocabulary and ARE for oral language.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 50% of disadvantaged pupils will meet the expected standard. 23-24: KS2 outcomes 25%
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 50% of disadvantaged pupils will meet the expected standard. 23-24: KS2 outcomes 25%
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 50% of disadvantaged pupils will meet the expected standard. 23-24: KS2 outcomes - 0
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Raise aspirations and enrich children's learning experience	Sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from pupil voice, parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Ensure SEND needs met promptly and accurately	SEND needs are identified early and appropriate provision is put in place. Pupil's progress is in line with their non-PP SEND peers.
Achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: • the overall absence rate for all pupils being no less than 95%. • pupils' punctuality is consistent and therefore they are ready to learn each morning.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 17,910 (contribution to the following whole school CPD/foci)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustaining a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Ensure that relevant Little Wandle intervention are used to support PP with SEND to secure reading skills Ensuring that Little Wandle is delivered effectively for all children including those with PP by enabling Phonics lead to have non contact time 1 afternoon per fortnight	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Introduction of Little Wandle through Early Years & Reception Phonics Toolkit Strand Education Endowment Foundation EEF	1 and 3
Oracy leader to ensure that staff are fully aware of Oracy strategy and to support and audit PP pupils attainment with meeting ARE for Oracy.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1 and 3

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Ensuring all Staff have access to high quality CPD to ensure Maths No Problem is embedded. We will fund teacher release time to embed key elements of guidance in school and to access Maths (Leadership time). Hub resources and CPD (including Teaching for Mastery training). Maths Leads working with staff across EYFS and KS1 and LKS2 to develop effective teaching of fluency through the Mastering number programme.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf publishing.service.gov.uk The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning-supporting-research-evidence-and-argument NCETM	1 and 3
Sustain approach to behaviour and Attitudes using Paul Dix approach to relational practice Collective Worship is based on our vision of Love and associated values of Kindness, Courage and Character. Sustaining teaching and learning of metacognition.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Personal Social and Emotional Development Metacognition and Self-regulated Learning EEF HOME Paul Dix	4 and 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 11,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1 and 3
Targeted TA and CT intervention focused on specific barriers for learning and progress	1-2-1 or small groups in class support through designated TA allows targeted support to meet the PP needs https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1 and 3
Additional Reading support targeted at disadvantaged pupils who require further comprehension support	Daily reading for PP pupils focussed on developing comprehension https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1 and 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide a wide variety of extra-curricular activities	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
Embedding further the principles of metacognition throughout the school. Continued CPD for all staff and dedicated quality first teaching to embed culture across the school and the wider	Both targeted interventions and universal approaches can have significant positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	All

community – to include leadership time for lead.		
Embedding principles of good practice set out in the DfE's Improving School Attendance statutory guidance This will involve training and release time for staff to continue to develop and implement procedures such as EHR and TAF SLT (CMc) monitors and oversees analysis of attendance and ensuring actions to support families with LA (attendance officer)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. New policy reflects the statutory guidance. CMc devises plans and accesses multi agency partners to support families with improving attendance	2
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 31,510

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

A very small number of Pupil Premium (PP) pupils exist in each cohort, making it challenging to analyse outcomes as each pupil accounts for 25% or more of the data. However, examining individual learning journeys from KS1 to KS2 shows that progress is evident using internal records, and progress broadly matches that of peers in English and Maths. All four pupils successfully transitioned to secondary school, with their support plans shared with the receiving schools

The whole-school strategy to raise the profile of good and prompt attendance has ensured timely plans and interventions for all children, including those funded by Pupil Premium. The Senior Leadership Team (SLT) works closely with families, informing them and devising strategies such as collection services, telephone calls, and drop-off and breakfast support to assist families. Leaders also liaise with multi-agency partners when poor attendance raises safeguarding concerns.

The whole-school approach to behaviour management, guided by Paul Dix's principles and the transformational impact of OPAL on children's social times, has significantly improved relationships across the school. Children have a clear understanding of expectations, fostering a culture of security and assurance that ensures they are ready to learn. Our vision, embracing LOVE as the central theme—LOVE for God, each other, our learning, and the world—helps children continuously reflect on how we live and work together harmoniously.

In response to the financial crisis, a small amount of funding has been set aside to ensure all children have access to trips and experiences planned by the school to enrich their learning. The school continues to access and distribute vouchers for eligible families during holidays and signpost families to the Swindon food bank or support services for housing, especially for families evicted from privately rented properties that landlords have decided to sell.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Detail	Data
School name	St Francis CE VA Primary School
Number of pupils in school	442
Proportion (%) of Forces eligible pupils	5.59
Pupil premium funding allocation this academic year	£ 8,840

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Ms Harvey continues to be employed to be dedicated to the emotional wellbeing and academic achievement of service children. The dedicated time was focused on group sessions for academic and social aims including delivery of the Remembrance assembly. We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.
What was the impact of that spending on service pupil premium eligible pupils?	Forces' pupils are brought together within a common group where needs are similar, and they can talk about their difficulties with parental absence etc. Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.

Further information (optional)